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ABSTRACT

Liberal education offerings at 15 colleges directed to professionals, retired people, and other new audiences are described. An article by Peggy Ann Brown, "Recharging the Batteries on Totally New Fuel," describes four educational programs offered to professionals, including literature seminars at Brandeis University and the Dartmouth Institute's educational activities for high-level executives. Additional program descriptions cover: the Wabash College Executive Program; Stanford University's fellowships for journalists; the Williams College Executive Program; the liberal arts degree program at University of Pennsylvania, which is targeted to nonprofessional employees of CIGNA Corporation. Other programs cited concern: learning after retirement (Brown University); continuing studies (Georgetown University); giving professionals a liberal arts perspective (Hamline University); introducing visitors to the local heritage (University of Hartford); continuing education communications program (University of Missouri-St. Louis); a Western civilization series (New York University); continuing education (Northeastern Illinois University); introducing children to lifelong learning (Onondaga Community College); and exposing executive to ethical principles in policy-making (Washington and Lee University). (SW)

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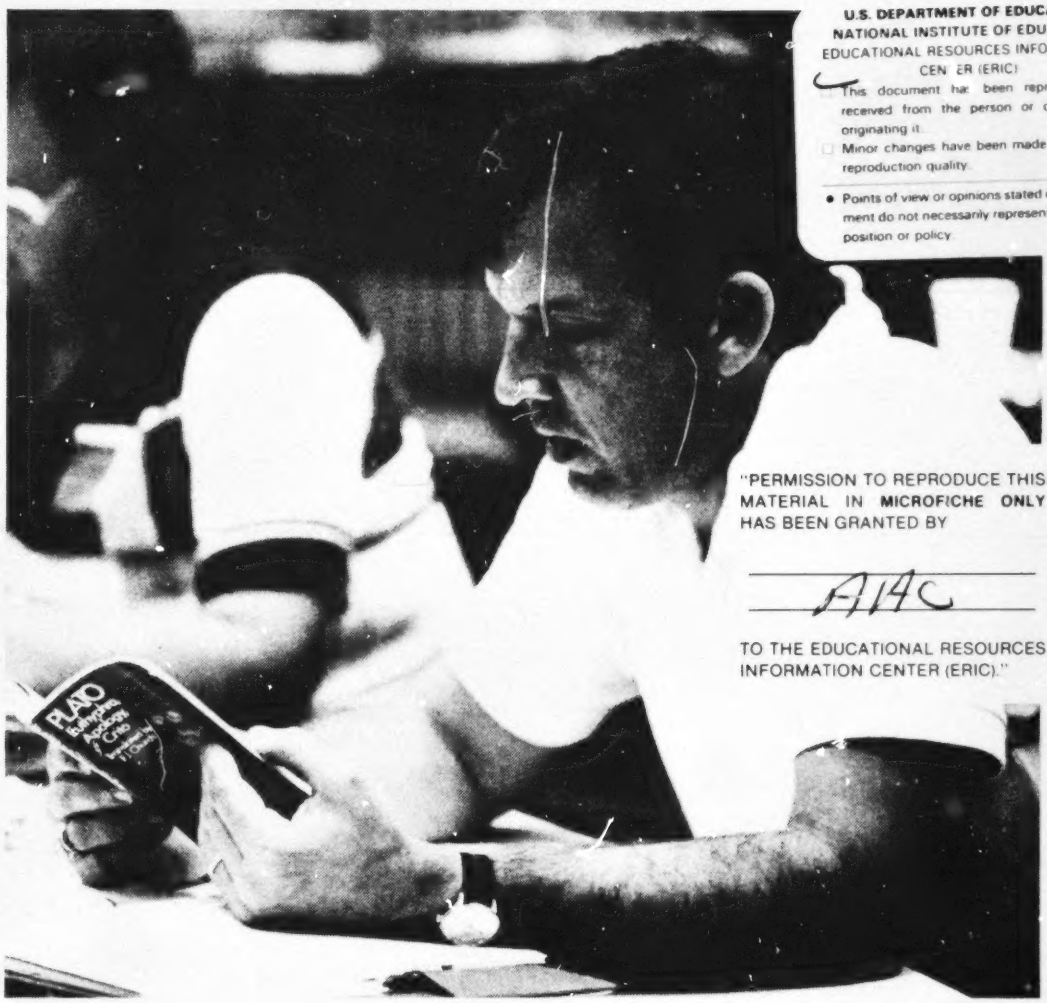

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FOR LIBERAL EDUCATION

January/February 1985
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Extending Liberal Education to New Audiences

This issue focuses on the different ways colleges and universities are sharing the excitement of liberal education with professionals in various fields, retired people in their communities, and even children. Although the formats vary from program to program, their goals are similar: communicating the insights and perspectives of the liberal arts and sciences, and responding to participants' love of learning and challenge. Adults find these activities stimulating and renewing, whether they are an introduction to a new way of looking at the world or a reacquaintance with subjects previously studied.

Many of these activities offer professionals an opportunity to step back from their day-to-day responsibilities and come together to pursue themes and issues that transcend individual concerns. They range from the one-day literature seminars sponsored by Brandeis University to the Wabash College Executive Program that extends over three summers. In the following article participants from some of these programs describe their reactions to the experience. Their comments introduce the innovative approaches to liberal education that are detailed in the program articles that follow.

Recharging the Batteries On Totally New Fuel

by Peggy Ann Brown, Forum Editor

When Darwin Clark first learned he would be attending the five-week Williams College Executive Program, his immediate reaction was, "How can this help me in my job?" Recalls Clark, "I thought, 'I've got a million things going. Do I need to take time out of my schedule to learn about classical music and art and drama and all that?'"

Clark's management at General Motors insisted that he attend the summer program and within a week he realized that his initial reluctance had been unfounded. Once immersed in the program's American studies focus, the assistant general sales manager for Buick's national organization found himself enjoying discussions on a wide range of topics. Before attending the program in 1980 Clark had sometimes found himself without much to say when conversations shifted away from technical areas.

"The program gives you the ability to talk about things a lot more interesting than technical subjects," says Clark. "But it was not only a broadening of myself, it gave me a different perspective of the business world and enhanced my ability to make decisions."

Clark's enthusiasm for the program is a family affair. His wife attended the last week of the program and also considers it "a memorable experience." They find themselves going to concerts and programs they never considered attending before. They also have encouraged their children to pursue a varied college curriculum instead of concentrating on technical subjects. "A broad based program expands your horizons," says Clark. "The interpersonal skills you gain are worth their weight in gold in a business career."

For Alice Peterson, a 1975 Williams program alumna, the five weeks enabled her "to catch up with the liberal arts areas" that had interested her in college. "It was a very pleasant interlude from the business routine," says Peterson, second vice president for John Hancock Mutual Life Insurance Company. "Too often the demands of business don't give you the chance to do the reading you really enjoy."

John C. McPherson, Jr., executive vice president for South Central Bell, agrees. "The Williams program is an extended period of time when you can turn loose of the day-to-day problems and appreciate some things in life other than two plus two equals four," says the 1970 participant. "It will benefit me the rest of my life."

McPherson also praises the program's ability to broaden participants' vision. "It helps one deal with the intangible or more subjective things in decision making," he says. "You see that there are many areas of gray and not a heck of a lot of black and white. As one moves up the corporate ladder this becomes more and more important."

Dartmouth Institute Eliminates Tunnel Vision

A program like the four-week Dartmouth Institute also provides new perspectives on technical problems, says John L. Wedick, Jr., assistant commissioner of planning, finance, and research for the Internal Revenue Service. "My career has had a relatively narrow focus," says Wedick, a 1982 institute participant. "You can only go so long down a narrow road without ending up with tunnel vision. A liberal arts program allows you to go beyond your particular function. When I look at technical problems I have better peripheral vision than I had before."

This new perspective comes from thinking about how man has evolved through time and how the past still influences us today, says Wedick. To keep this orientation fresh in his mind, he has attended annual seminars for institute alumni.

"You see that there are many areas of gray and not a heck of a lot of black and white. As one moves up the corporate ladder this becomes more and more important."

1984 Dartmouth Institute graduate Larry Biederman also intends to make sure the experience has a lasting effect by attending alumni programs. Both he and his wife attended the institute, which encourages full participation by spouses.

"The institute is one of those rare opportunities husbands and wives have to be involved in a strenuous mental exercise together," says Biederman, regional director of the mid-Atlantic region of Merrill Lynch. "You go to classes together, you read the same books, you discuss the issues—it is a tremendous experience. The spouses add a slightly different perspective. I don't think it would be the same without them."

Biederman felt "like a new person after stepping from the everyday world into the world of academia." The institute marked the first time in 19 years that he had been away from his job for more than ten days. It has caused him to take a longer range approach to problems and realize the "best solution to an important problem is not going to be there in five minutes, it might take a little more thought and research."

An important facet of the institute is the "informal education" provided by the interaction with faculty, staff, and their spouses, says Biederman. "You are with these outstanding people from 8:30 in the morning until 10 or 11 at night," he says. "You are not just studying four-and-a-half billion years of history, you talk about your life and theirs. It's a wonderful opportunity to recharge the battery on totally new fuel."

"There are some real bonds formed when everybody is savoring this very special experience that is totally alienated from your day to day existence."

Extending over three summers, the Wabash Executive Program requires a serious commitment from participants. For George Newhart, a vice president of the Mallory Capacitor Company, the commitment was worthwhile. Says Newhart, "You come away with something from every session, no matter what your profession or interests. It's just like getting a very quick but quality liberal education." The program, he observes, offered a more relaxed look at subjects he had been required to take while pursuing an accounting degree. This introspective examination of the liberal arts and sciences "gives you some alternatives to how to approach problems and accomplish certain things," says Newhart, who completed the program in 1984. The experience has also made him feel more comfortable talking with people at different levels in the corporation.

Thomas Simmons, a vice president for Thomson-McKinnon Securities, valued his immersion in a totally different environment in the Wabash program. "You go from the hustle and bustle of business to a small college town," he says. "Instead of worrying, in my case, about the stock market, your days are consumed with the esoteric." Simmons took advantage of this atmosphere by sitting down with a yellow legal pad and trying to answer such questions as "who am I, where do I want to go, what is important." This self-analysis has proven valuable, he says, when he has felt "at tethers end. I pull out the papers and see it is still the way I feel."

By concentrating on the liberal arts, Simmons says, you also "realize that there are other opinions and while they might be different from yours, they may have value in and of themselves." He still counts among his friends

people he met at the program. Says Simmons, "There are some real bonds formed because everybody is savoring this very special experience that is totally alienated from your day-to-day existence."

Brandeis Seminars: Refreshing and Disquieting

The need for judges to gain new insights on their responsibilities prompted Samuel E. Zoll, chief justice of the Massachusetts District Courts, to approach Brandeis University about developing special seminars for this group of professionals who are usually not included in executive programs. "Judges must have a mix between the knowledge of the black letter law and an understanding of the sociological aspects of the community," says Zoll. "We deal day after day with large numbers of people who have complex problems and chaotic lives. There are no parades in this business."

To help judges approach their cases with more balanced viewpoints, Brandeis faculty members designed one-day seminars that use literature to confront areas of concern to the judicial profession. The readings force the judges to become "more reflective," says Zoll. "You think about the tugs and pulls that all the main characters are faced with, and you discuss issues that at first appear to be in the abstract but which relate so intimately to what you are doing everyday."

"The materials brought to mind issues that I hadn't thought about for a long time. You remember the desperation when you were young and didn't have any money or job prospects."

The result, says Zoll, "is a provocative and intellectually stimulating experience" that is not soon forgotten. "We are so consumed by our everyday activities that we don't get an opportunity to do that kind of reading. Judges who attended this a year and a half ago still talk about it. The euphoria stays with you a long time."

The Brandeis seminars proved so successful with judges that they have been expanded to other professionals both in and outside the legal system. Dick Peterson attended a fall 1984 seminar for chief probation officers. Having heard good reports on the seminar for judges, he was eager "to kick around some ideas and get the juices flowing." He was not disappointed.

"Just reading something by yourself is not as good as dissecting it with some very bright people," says Peterson. "It was a lot of fun to hear what other people got out of the same stories that I had read." At the same time, Peterson found the experience to be somewhat disquieting. "In my business you tend to be involved with not the prettiest stories," he says. "When you come home you don't want to think about what happened during the day or what might happen tomorrow. You want something happy and fluffy, not these heavy pieces of literature."

But such a dose of realism, Peterson maintains, is necessary for people in service professions to strip away their cynicism. "Most of us are comfortable," he says. "I have a lovely family, a couple of kids who give me a minimal amount of gray hair, and an office with a rug and my name on the door. I'm pretty sensitive but this sharpened the knife a bit; you can become dull. The materials brought issues to mind that I hadn't thought about for a long time. You remember the desperation when you were young and didn't have any money or job prospects."

Nine-Month Fellowships for Journalists

While Stanford University's nine-month fellowships for journalists enable these professionals to acquire specific information in their fields of interest, the net results are quite similar to the more broadly defined programs for executives. "The best thing about the fellowship is the chance to step away and flex your mind a little," says *Science News* Editor Joel Greenberg, a 1980-81 fellow. "You are able to devote some energy to things you don't have time for when you are confined in your reporting job."

Fellows devise their own study plans. Greenberg explored medical ethics and the philosophy of science. He also took courses in poetry and short story writing. "This was probably the best year of my life," he says. "It rounds you out as a person."

Sheila Stainbach, a reporter for WBAL-TV in Baltimore, also focused on medical ethics. "I felt that medical reporting was going too fast," she says. "I was repeating information without allowing time for self analysis or on-the-air analysis. The fellowship provided an opportunity to dig more deeply into these issues."

During her 1982-83 fellowship Stainbach researched the artificial heart and learned about the politics of medical reporting. "I realized that doctors are also politicians and need to be pressed for answers," says Stainbach. "There is a reflex response by government to fund things that catch headlines without stopping to look at whether there is something less sophisticated, less sexy, and less expensive available."

Beside gaining new perspectives on the medical field, Stainbach acquired a new self confidence. "I call myself a born-again journalist," says Stainbach. "Once you are off the air you realize that things happen not because you are recognized but because you are an assertive, deserving person. I am more self-assured, and I project that on the air."

Since returning from his 1983-84 fellowship, Art Jester, a writer for the *Lexington Herald*, has held several different positions, including assistant state editor and editorial writer. "The year seems to make people unsettled in a positive way," he says. "You think about new things and begin to see other possibilities."

Jester focused on international relations, although two favorite courses were the history of American higher education and a comparative history of Los Angeles and San Francisco. "I got a frame of reference for international relations but I can't kid myself that I am now an expert," he says. "When I told Harry Press (the program's managing director) that I'd barely gotten my feet wet, he said, 'If you have found your way to the water, then the fellowship is a success.'"

Jester's comments echo the sentiments of everyone involved in both the fellowships and the other liberal education opportunities for professionals. "I think it would be great if people in all careers could have sabbaticals," he says. "Everyone could benefit from taking stock and exploring new directions."

Wabash College
Three-Year Commitment to the Liberal Arts

Devoted entirely to the liberal arts, the Wabash Executive Program (WEP) at Wabash College features lectures drawn from the college's liberal arts curriculum and seminars on "great books." The seven-week, three-year program also emphasizes speaking, writing, and physical conditioning, according to Eric Dean, WEP director.

Founded in 1955, the program's early activities focused on career planning and counseling for executives in business and industry. Over the years the program has become more centered on the liberal arts. In 1984 a task force of Wabash trustees reviewed the program and reconfirmed its liberal arts orientation.

The WEP consists of seven weeks of study on the Wabash campus. Students attend for three weeks the first summer (their "freshman" year) and return for two-week sessions the following two summers. Originally running for five consecutive summers, the present program is acknowledged by faculty and students to be much better. According to the WEP brochure, "The times for reflection between the sessions are judged to make the second and third sessions much more productive" than the typical two-week seminar the executives might attend elsewhere.

The three years concentrate on separate themes: Western culture, American genius, and contemporary society. Mornings are devoted to two lectures on topics related to that year's theme. Students attend evening seminars on important books and other writings. In addition, they practice writing short summaries of recent lectures and prepare five-minute speeches on subjects of their choice.

There are no educational requirements for admission to the WEP, although students must have significant experience either by reason of chronological age or by having been with their company for a number of years. "We do not think that it is particularly useful to enroll someone who has little or no experience in business," says Dean. "We aim for people in mid-course."

The typical student is male, 35 to 50 years old, and has moved from a technical background into a management track at his corporation. Two or three women enroll each year. Says Dean: "We get quite a lot of people who started out in engineering or accounting, and increasingly we are getting people from banks who started out as computer jocks and are now being promoted into management areas."

The WEP's recruitment relies heavily on alumni word-of-mouth. Staff also mail a brochure on the program to corporations across the country. Half of the participants come from cities in the Midwest, such as Chicago, Minneapolis, and Indianapolis. A significant number also come from New York City.

Sessions Relate to Three Themes

In their first year participants explore Western culture and its roots, including scientific, economic, religious, and literary emphases. Wabash faculty have given lectures on the Hebrew-Christian tradition, the theories of Freud and Darwin, the Third World, classicism and romanticism, early modern history, and the rise of scientific thought. In the evening seminars students discuss such writings as *The Declaration of Independence*, Sartre's *No Exit*, Voltaire's *Candide*, Plato's *Apology* and *Crito*, *The Letters of Abelard and Heloise*, and *The Communist Manifesto* of Marx and Engels. They also view and discuss Orson Welles' classic film, *Citizen Kane*.

"Exercising is often the occasion for really quite interesting reflections on the nature of life .... Besides, this is a remarkable opportunity for a person to get away from home and work and to take stock of themselves physically."

The second year examines the "genius of America" as discovered through a study of its history, literature, political and social ideas, and economic and religious traditions. Students attend lectures on the age of the farmer, public policy and dissent, American foreign policy, modern concepts of science, American music, and issues in monetary policy. Readings during this session have included Twain's *Adventures of Huckleberry Finn*, the poems of Robert Frost, Huxley's *Brave New World*, Tocqueville's *Democracy in America*, Okun's *Equality and Efficiency*, and Arthur Miller's play, *The Crucible*.

The final two-week session in the third year focuses on developments of contemporary society. The lectures run the gamut from Drug-Induced Birth Defects to Motivation of the Younger worker, and from The Contemporary Novel to Race in the United States. Students read and discuss Machiavelli's *The Prince*, Conrad's *Heart of Darkness*, Baldwin's *The Fire Next Time*, essays from Thomas' *The Lives of a Cell*, and Plato's *Meno*.

Executives do not prepare for the morning lectures but are expected to read the books assigned for the evening seminars. The WEP staff sends the books three months ahead of time. "The students are probably more prepared than the average undergraduate," says Dean. "And there is a certain amount of rivalry among peers. They do not want to appear unprepared or unable to participate in the discussions."

Speaking, Writing, and Physical Conditioning

While WEP students are not graded on any of their work—in fact, Wabash does not report in any way to employers—they are able to see their progress most readily in the speaking and writing aspects of the program. The students' ability for planning and discipline is challenged by a weekly five-minute speech they present on topics of their choice. The speech is videotaped and shown to the student in private consultation with an experienced speech teacher. "A student understands what he or she has done to improve," Dean says. "In the beginning, people may be scared out of their wits to stand up and speak in front of a group, but at the end of the seven weeks they are able to present very polished speeches."

The writing program also emphasizes planning and discipline, according to Dean. "When writing one-page summaries of lectures and seminars, students have found that they have to listen very carefully," he says. Students read their summaries out loud in special writing classes held before each day's lectures.

Daily early-morning physical fitness sessions complete the Wabash program. Students are encouraged to develop, with WEP's athletic director, an individualized program to which they can adhere all year. "Exercising is often the occasion for really quite interesting reflections on the nature of life," Dean says. "Besides, this is a remarkable opportunity for a person to get away from home and work and to take stock of themselves physically."

The college's aim is to admit no more than 25 people each year to the WEP, although Dean prefers smaller classes. "Once you get more than 18 individuals you lose coherence and have to divide them into two different seminar groups," he says. The attrition rate from one year to the next is quite low, according to Dean. "We lose only one or two after the first year, and those are usually due to personal problems or someone having just been promoted and finding it awkward to be away." However, those people have been returning a year or so later to finish the program. "By and large," says Dean, "when they start, they attach quite a significance to continuing."

Dean sees the study of the liberal arts as important for the success of individuals in corporate management positions. "The persistence of the liberal arts in Western culture justifies the notion that they are important in the lives of men and women," Dean says. "The success of liberal arts graduates in general management justifies the confidence we have in our program. Programs such as ours should be considered by corporations wishing to develop excellent people within their own ranks." *S.H.*

For more information, contact Eric Dean, Director, Wabash Executive Program, Wabash College, Crawfordsville, IN 47933. 317/364-4283.

Stanford University
Academic Renewal for Journalists

Believing that the academic community should do more than criticize inadequate news reporting, three Stanford University faculty members designed a fellowship for journalists that offers opportunities for study and reflection on new and complex issues. Since 1966, more than 325 fellows—reporters, editors, photojournalists, critics, and reviewers—have spent a year auditing courses of their own choosing at Stanford. The former Stanford Professional Journalism Fellowship program seeks top-rate journalists who have the potential of making exceptional contributions in their fields.

In 1984 the program became the John S. Knight Fellowships for Professional Journalists and received a $4 million grant from the Knight Foundation. It was originally funded for three years by the Ford Foundation, which then challenged the program to raise $1 million in matching funds from the journalism profession for the establishment of an endowment. The program accomplished this goal and later received funding from the Humanities for the Professions program of the National Endowment for the Humanities.

"The fellowships provide an opportunity for learning without the constant pressures of deadlines and editors," says Managing Director Harry Press. Between 80 and 125 journalists apply each year for 12 fellowships. They represent different facets of the news media and varying educational backgrounds, including little or no college. Fellows take a nine-month leave of absence from their employers and receive tuition costs and a $20,000 stipend.

Such an opportunity is not only appealing but also necessary for a profession that provides "almost all the information affecting our lives," says Lyle Nelson, director of the program. "Journalism today is well past the point at which even the best liberal arts education is by itself adequate preparation for a career," he wrote in the program's original proposal. "At some time in their careers, those who hope to meet the heightened demands of news work must go back to school—perhaps more than once—to catch up with subjects and values they missed the first time around and to begin to understand new areas of knowledge developed since they were students."

"Learning for its own sake"

This philosophy remains the primary motivation for fellows' participation. Fellows choose undergraduate and graduate courses that complement their current areas of interest or to help them gain expertise in new subjects. History courses are usually the top choice, according to Press, who notes that fellows can take any courses except those in journalism. A number of 1984-85 fellows have selected courses from the fields of political science, law, anthropology, history, and music. Four 1984-85 fellows are studying arms control and international security, while three enrolled in History and Philosophy of Brain Function during the autumn quarter. Past fellows have concentrated on law, American literature, and film history and criticism.

Each fellow enrolls in courses totaling approximately 19 credits each quarter. As auditors, they usually do not have to complete papers or examinations, although some instructors require these for participation in their courses. The program does not lead to a degree.

Fellows also participate in weekly seminars that provide a unifying experience in the program. One set of biweekly seminars follows a specific focus while the

other explores a variety of subjects. The 1984-85 topical seminar is examining ethics. Speakers have included a chaplain and nurse from a medical intensive care unit talking about medical ethics, and a history professor addressing the moral decisions faced by scientists who work on such things as nuclear weapons. The general seminar's topics have ranged from the impact of feminist scholarship on social history to the use of exit polls in elections.

"With no one looking over their shoulders, no deadlines, and no phone ringing, fellows soon discover the most difficult pressure they have ever been under. They have to report only to themselves."

"The emphasis is on 'learning for its own sake,'" says Press. "With no one looking over their shoulders, no deadlines, and no phone ringing, fellows soon discover the most difficult pressure they have ever been under. They have to report only to themselves."

Journalists and Faculty Review Applications

To ensure the selection of well-motivated fellows who have "demonstrated professionalism and potential for the future," staff members have designed an application process that includes input from journalists and faculty members. Potential fellows submit work samples and 1,000-word study plans and intellectual autobiographies. They must have worked full time as journalists for at least seven years and be full-time employees of newspapers, wire services, television or radio news departments, or news, commentary, or public affairs magazines.

Press and two others (the director, a program alumnus, and/or a faculty member) read each application on their own, scoring it on a five-point scale. The readers look for thoughtful analyses of the profession and the applicant's role in the profession in the intellectual autobiography, says Press, who admits that the criteria are nebulous. The study plans must offer a coherent description of what the applicants would like to study and how that will broaden them or help them in their work. The readers' scores for each application are added together, and applicants receiving combined scores of 15, 14, or 13 automatically become semifinalists, while those receiving scores of 12 and 11 are reexamined.

Press next travels around the country to interview the 35 to 40 semifinalists, inviting area alumni to assist in the interviews. They choose 20 to 24 applications for final review by the program committee, which consists of faculty and journalists. Based on their review and the interviewers' recommendations, the committee chooses 12 journalists who are representative of the country and the profession. There are six male and six female 1984-85 fellows, including the editor/owner/publisher of a small weekly in Vermont, a Los Angeles television producer/newswriter, and a *Miami Herald* drama critic.

"We have been successful in picking people who really go for everything they can get," says Press. Fellows praise the program's impact on their careers, pointing to courses and research that have influenced their work. Alumni have won Pulitzer Prizes, the Newspaper Guild's Heywood Broun award, and the Westinghouse National Science Writing Award.

"The program is more than just specific courses," says Press. "It is an attitude toward developing news and leads. It is a broad scale approach rather than 'bang-bang' here's what's happening. It is trying to find reasons for the story." *P.A.B.*

For more information, contact Harry Press, Managing Director, John S. Knight Fellowships, Stanford University, Department of Communication, Stanford, CA 94305-2069. 415/497-4937.

Brandeis University
Challenging Professionals Through Literature

Brandeis University's Humanities and the Professions Program is designed to stimulate the intellectual and creative capacities of work-weary professionals whose responsibilities leave them little time for deep, personal reflection about social and moral issues, and even less opportunity for dialogue about such issues among their peers. "In 1980," says Sanford M. Lottor, director of Continuing Studies and co-founder of the program, "the Chief Justice of the district court system of Massachusetts called on Brandeis to create a program for his judges, one that would stretch their minds intellectually and take care of what he perceived to be a common ailment among them—'burnout.'" Responding to this request, Lottor and Legal Studies Program Head Paul Touster developed a program which uses literary classics as the vehicle for exploring complex values questions which daily confront professionals.

Eighteen judges, including the Chief Justice, participated in the 1981 pilot seminar funded by Brandeis. Lottor notes that the judges responded to the seminar so enthusiastically that they supported his efforts to gain funding for additional sessions from the Massachusetts Foundation for the Humanities and Public Policy. "The foundation liked the idea and gave us enough money to do nine sessions for all the judges in the district court system," says Lottor. "At the end of those sessions, they increased our funding to enable us to do eight more for the district court clerks in Massachusetts."

In September 1983, Lottor and Touster applied again for funding, and the foundation submitted their proposal to the National Endowment for the Humanities (NEH) for an Exemplary Prize (money awarded to state councils for exceptional programs). "NEH accepted the proposal," says Lottor, "and in conjunction with the foundation we won a $59,480 Exemplary Prize allowing us to conduct 20 sessions for many different judicial units

within the state, including assistant district attorneys, probation officers, parole officers, and family court judges." At approximately the same time, the Exxon Education Foundation awarded the program funding for 20 more seminars directed at school teachers and nurses.

"We found that 'burnout' is a problem common to all professionals," says Lottor. "Professionals rarely ever talk to each other about human values; the seminars give them this chance." In addition to serving the judiciary, educators, and nurses, the program has branched out with seminars for physicians and business executives. Not limited to the Brandeis area, seminars have been held for business people in New York, judges in Wisconsin, and doctors in Rhode Island.

Simple Format—Complex Outcomes

Lottor points out that while the idea of reading books and discussing themes may appear simplistic, the results of these encounters are startling. "Judges have written to us, saying, 'My decision making will never be the same again,'" says Lottor. "A physician, after reading Tolstoy's *The Death of Ivan Ilyich*, told us, 'This book has had a profound effect on me.'" Many participants have stated that the program has reintroduced them to great literature, says Lottor, who maintains that a majority of these people have not read any classics since their college days, having only time to scan trade and professional journals.

The seminar leaders choose three literary works of no more than 100 pages each to send to participants six weeks in advance of the one-day session, which runs from 9:00 A.M. to 3:00 P.M. "We only have about 18 participants because the roundtable configuration is important," emphasizes Lottor. Eye contact is imperative for promoting conversation, he says.

In noting the value of the books for sparking discussion, Lottor explains: "Using a text is not threatening. People say such things as, 'We have a lot of Iagos in our organization!' And then all of a sudden they will begin to open up. The texts are the window which allows them to go into their heart of hearts, in some cases."

"We found that 'burnout' is a problem common to all professionals . . . (they) rarely ever talk to each other about human values; the seminars give them this chance."

"Two-Text" Premise

The Humanities and the Professions program is founded on the "two-text" idea, says Lottor, referring to the written texts and the text of each participant's personal experiences. "What we try to achieve is a balance between the two," he continues, "so that we can talk about universal themes in the texts and then get our participants to relate that to their own lives." Judges read Melville's *Billy Budd* and debate the difference between law and justice, or study Von Kleist's *Michael Kohlhaas* and discuss the dangers of personal vindication outside the law. Business executives see in *King Lear* a representation of their own decision-making struggles and moral responsibilities. Office workers recognize the fatalistic attitude imparted by unbending bureaucracy in Orwell's *Shooting an Elephant*.

To ensure that professionals' life experiences be taken into account, faculty members who lead the seminars attend training sessions on their roles as discussion facilitators. Says Lottor: "Program faculty must understand that the seminars are not lectures—they are discussions. We do not want them to hide behind their academic robes, and we do not want them to be literary critics. We concentrate on the work and the universal theme it brings out." Approximately 30 faculty are associated with the Humanities and the Professions program, coming not only from Brandeis but from several other institutions, including Harvard University, the Massachusetts Institute of Technology (MIT), Mount Holyoke College, the University of of Massachusetts at Amherst, Tufts University, Connecticut Law School, and the City University of New York (CUNY).

"Our faculty," says Lottor, "may be lawyers, social scientists—scholars from all disciplines—but basically they are humanists first, who understand how to use literature and are able to work with adults in a nonthreatening way."

The program has presented more than 50 sessions since its inception, with 25 more sessions to be completed by June 1985. Lottor is pleased to note that the program's influence reaches beyond the seminar room. "We had one session with assistant attorney generals and assistant district attorneys where the participants asked for our reading list so they could start their own luncheon-discussion club," he says. "This shows you the kind of effect the program has on people." *N.M.L.*

For more information, contact Sanford Lottor, Director of Continuing Studies; Saul Touster, Head of the Legal Studies Program; or Michael Kaufman, Academic Director, The Humanities and the Professions Program, Brandeis University, Office of Continuing Studies, Sydeman 108, Waltham, MA 02254. 617/647-2796.

Williams College

Liberal Arts Aids Corporate Decision Making

Each summer corporate executives from across the country receive an intensive introduction to the liberal arts in the five-week Williams College Executive Program. In courses ranging from foreign policy and music to American literature and professional ethics, they "confront a whole new battery of fields which shake up their prejudices and previously conceived orientations," says Director Fred Greene. "It is an intellectually challenging, and often disturbing, experience for them.

They find there are no clear cut answers and that requires some adjustment."

Developing the ability to see different sides of an issue is exactly what American Telephone and Telegraph Corporation (AT&T) officials had in mind when they approached Williams administrators about offering a liberal arts program for upper level managers in the 1950s. "They were concerned that the people they wanted to promote to top level positions had too narrow and technical an outlook," says Vincent Barnett, professor emeritus and first director of the program.

"Most of their people had been educated as engineers and in technical fields and had little liberal arts background," says Barnett. "They were uncomfortable dealing with the kinds of people they would have to deal with in the next level up. The vice presidents asked, 'If we arrange to finance eight weeks of study in the summertime for some of our middle management executives whom we identify as having great promise, how would you repair this liberal arts deficiency?'"

Williams faculty members responded with an eight-week session that focused on the American experience. Originally called the Program in American Studies for Executives, the on-campus summer session began in 1956 and has been in operation ever since. In the early 1960s AT&T dropped sponsorship of the program. Williams administrators invited executives from other corporations to attend and shortened the program to five weeks.

Participants now represent General Motors, IBM, Mobil, Columbia Pictures, and telephone operating companies, among others. Company officials select which middle and upper level managers will participate and pay $5,600 for each participant. More than one employee of a company may attend during the same summer, although they often come from different branches or with different skills and experiences. Attendance has ranged from 14 to 29 people, with 21 being average. Greene reports that applications tend to reflect the economy, with more people attending during economic upswings.

Courses, Concerts, and Conversation

The Williams program reflects its original American studies orientation. Most courses offer an American perspective although many include international material. All participants follow the same program of ten courses covering economic issues, political development, literature, philosophy and religion, foreign policy, music, art, drama and film, professional ethics, and determinants of behavior. The number of sessions scheduled for each course varies from 15 meetings for the behavior course to three for drama and film. Because the program is not an executive training program, instructors do not tailor courses to participants' business experiences, according to Greene.

Courses require intensive reading and reflection. Faculty members determine whether their courses are more appropriately taught as lectures or seminars. The literature course, for example, focuses on such writers as Faulkner, Updike, and Frost and emphasizes in-depth analysis and class discussions. The music course follows a lecture format, chronicling the history and theory of music, as well as various musical constructs. Participants attend area performances by the Boston Symphony and New York City Ballet after receiving an introduction to the work to be offered.

Greene, a professor of government, teaches the foreign policy course. Focusing on the current era, he tries to give participants a "thread of the continuity and content of continuity in American foreign policy." He shows how regional issues, such as China, and substantive issues, such as arms control and trade, are interconnected. Other courses explore the rights and obligations of professionals, the American constitution and the role of the Supreme Court, and the effects of heredity and environment on human behavior.

"The liberal arts approach not only educates people to think logically, but to think about new questions, new situations—it is a mind-stretching exercise."

Administrators encourage participants to invite their spouses for the program's final week. "Enrichment programs that do not involve spouses can be a bit of a strain on the intellectual development of the family," says Greene. Recognizing that it is difficult for spouses to attend the whole program, administrators chose the last week because it includes many of the cultural events and because the participants are ready to explain the program's orientation. Spouses attend all classes and events for free and pay a small room and board charge.

Faculty and Executive Benefits

Greene lists participants' enhanced decision-making capacity as the primary payoff for corporations. "The liberal arts approach not only educates people to think logically, but to think about new questions, new problems, new situations—it is a mind-stretching exercise," he says. "They realize that problems and solutions are often ambiguous and that you can be gaining and losing at the same time." He estimates that the intensive summer session is equivalent to about one to one-and-a-half terms of liberal arts course work.

Follow up interviews confirm that the program has lasting effects. Greene also discovers that alumni who have moved into decision-making positions will often send subordinates to the program. In addition, administrators invite past participants to one-week seminars scheduled immediately after the summer session. The alumni attend a different class each half day to learn what has been happening in the field since their last visit and attend musical and theatre performances.

Instructors also benefit from the program, according to Barnett. Calling the program a productive and rewarding teaching experience, he notes that the summer courses are an interesting change of pace from the usual undergraduate classes. "Faculty are teaching people who are 40- to 45-year-old, have been out of college for 20 to 25

years, and are excellent in their fields," says Barnett. "At the same time they are sort of naive and very opinionated about politics and religion and what not."

The college itself also benefits from the program. Although the program is not a money maker, it allows the college to use buildings that would not otherwise be used in the summer. Williams does not offer regular academic classes during the summer.

Greene is pleased with the program's results. "When you take a bright bunch of people who have been on a channeled route and throw this at them," he says, "it makes an enormous difference in the way they approach decisions." *P.A.B.*

For more information, contact Fred Greene, Director, Williams College Executive Program, P.O. Box 116, Williamstown, MA 01267. 413/597-2544.

University of Pennsylvania

Liberal Arts Courses for Managers and Staff

Since fall 1981 clerical and operations workers at CIGNA Corporation in Philadelphia have been "taking the elevator to college" in a liberal arts degree program coordinated by the University of Pennsylvania's College of General Studies (CGS). Approximately 100 students enroll each term in evening courses conducted at the insurance company's corporate headquarters. In December 1984, the first CIGNA employee completed requirements for a Bachelor of Arts degree.

The Penn/CIGNA Program is one example of CGS's activities for various groups in the Delaware Valley. Called "Penn's liberal arts outreach division" by Associate Dean and Director David G. Burnett, CGS offers regular arts and science courses after 4:00 P.M., noncredit courses and workshops, and a Graduate Professional Development Program for middle and upper level managers. This latter venture, like the Penn/CIGNA Program, is grounded in the liberal arts.

Unlike the graduate program, the Penn/CIGNA Program does not draw on participants' day-to-day problems and responsibilities for its focus. "The employees really eschew any connection with their jobs," says Burnett, who admits that some students may enroll to "catch the boss' eye." Concerned initially that the program might be used as a screening device to sort out "fast track" employees, Burnett says the liberal arts emphasis has eliminated the temptation to label it as a training effort—thereby also reducing potential pressure on the Penn instructors.

The Penn/CIGNA courses are identical to those taught on campus, according to Burnett. He hires Penn faculty members to teach the courses on an overload basis and has attracted department chairpersons and award-winning instructors. Approximately seven courses are offered each term, with 65 percent of the students taking one course. The courses satisfy all distribution requirements. While only a Bachelor of Arts in Social Sciences can be earned completely on-site, students can take other courses on campus and apply their CIGNA courses to majors of their own choosing.

The clerical and operations workers enrolled in the program are not headed for the management track, reports Burnett, although they may have responsible positions and supervise as many as 50 people. Sixty-five percent are women, and most have some college experience. Students range from first job holders to persons nearing retirement.

CGS staff examine applications carefully to ensure that the prospective students will be able to work at a level equal to that required on campus; one-fourth of the applications are turned down. They review high school and college transcripts but also look for persons who have taken on increasingly responsible jobs and have good writing skills. CGS admits some students on a provisional basis, requiring completion of noncredit workshops in writing and/or quantitative skills before approving their applications. Burnett estimates that 90 percent of the employees who began taking courses three years ago, and are still with CIGNA, continue to participate.

Plans for the Penn/CIGNA Program began after local research confirmed a National Institute of Work and Learning study that revealed that less than five percent of corporate employees use educational benefits available to them.

Building on CIGNA Contacts

Plans for the Penn/CIGNA Program began after local research confirmed a National Institute of Work and Learning study that revealed that less than five percent of corporate employees use educational benefits available to them. The study found that convenience was a key factor in employees' decision to attend school. CGS staff members drew on contacts already established with CIGNA in coordinating the new program.

"It takes leadership and commitment from the top to make this type of program work," says Burnett. In Penn's case, Ralph Saul, then chairman of INA (the company that merged with Connecticut General to form CIGNA in 1982), was a member of the university's board of trustees and "an activist for educational causes." CIGNA announced the program in fliers enclosed with paychecks and held briefing sessions on application procedures and the course work.

Burnett speculates that the fact that CIGNA was "under some pressure from a class action suit by minority employees concerning hiring practices, also conspired, along with a certain amount of magnanimity, to help management demonstrate their concern for the educa-

tional prospects of its employees." He advises colleagues interested in designing similar programs that an understanding of management's motives can help in approaching a corporation.

CIGNA pays all tuition costs, including those for the preadmission workshops. They pay Penn directly, thus eliminating the need to reimburse employees, who are responsible for purchasing textbooks. The yearly costs to CIGNA, including faculty travel stipends and one-half of the program coordinator's salary, range from $115,000 to $150,000. Among the program's benefits for CIGNA, according to Burnett, are improvement in employee morale and reduction in staff turnover.

One of the program's drawbacks is the small student pool, which makes it difficult to offer a variety of upper level courses, says Burnett. "When we started we had these fantasies of building a coalition of corporations that would enable us to run three times as many courses at one site," he says. He soon discovered that corporations are not interested in bringing employees together, especially when one group is unionized and another is not. The Penn coordinator, who spends half of her time at CIGNA, must consistently represent the university's interests at the corporation. It is not unusual for a "junior exec to try and usurp a classroom." The coordinator also serves as an on-site adviser.

Research-Related Liberal Arts Seminars

While executives view the Penn/CIGNA Program as strictly for clerical staff, they consider the university's Graduate Professional Development Program as appropriate training for middle and upper level managers. Started in the late 1970s, the program has awarded almost 100 Master of Science in Liberal Studies degrees. Graduates complete ten interdisciplinary seminars and a research paper.

Seminars draw on the research being conducted by instructors, who represent each of Penn's 12 schools, including arts and sciences. Topics range from Theatre as Art, Business, and Social Force to Economic and Strategic Decision-Making: Applications from Industry and the Defense Sector. CGS offers a number of seminars on-site at corporations located in research parks outside Philadelphia.

"The seminars help students explore connections between academic research and corporate decision making and planning," says Burnett. Faculty encourage the executives to bring in situations from their own operations. The final papers often analyze participants' behavior as managers in certain situations and demonstrate how the disciplinary perspectives learned in the seminars can be applied to problem solving.

Burnett is pleased with the "two-pronged attack" demonstrated by the seminars for managers and the degree program for clerical and operations personnel. While the latter is more easily identified as liberal arts because of the traditional courses, he believes both "conform to the spirit of liberal education." *P.A.B.*

For more information, contact David G. Burnett, Associate Dean and Director, College of General Studies, University of Pennsylvania, Philadelphia, PA 19104. 215/898-4819.

Dartmouth College

New Perspectives for Executives

Since 1972, The Dartmouth Institute at Dartmouth College has made the liberal arts available to high-level business professionals through a four-week summer program. The institute engages participants in intensive interdisciplinary liberal arts studies in an effort to open up "different ways of thinking," says Executive Director Thea Froling.

The summer program brings about 55 people, including many of the executives' spouses, to the Dartmouth campus for class meetings, discussions, panels, lectures, readings, films, and social events. The participants live and eat together in a dormitory, and their tuition and fees are paid by their companies. The program is "a total experience," states Froling, and "the topic at hand weaves itself through the informal structure as well as through the formal." The staff invites spouses so that "participants may continue at home the dialogue begun . . . at Dartmouth," according to a brochure; by sharing the personal renewal experience couples can increase their understanding of each other's career and family concerns.

"Topics are selected to, in essence, force people to look at and think about where we have come from, where we are now, where we are going, the relationship to themselves and to their company, the relationship to their company's country, and the country to the world."

Interconnected Issues

Participants take three courses with titles such as Culture in Perspective, Science and Society, and The Idea and the Reality of America. These change according to the "configuration of professors," says Faculty Chairperson Stephen Nichols, but have traditionally dealt with the general areas of culture, science, and America, in varying senses of the term. Themes are explored in lectures, panels and readings. In the 1984 course Culture and Perspective, for example, the instructor discussed how culture evolves and how it affects thoughts and institutions. Readings included Zola's *Germinal*, James O'Toole's *Making America Work*, and Heilbroner's *The Worldly Philosophers*.

The topics, according to Nichols, are "essentially intertwined" so that often participants do not think of them as three separate courses. Designating three different topics

helps in "making people aware of the way in which disparate disciplines can address the same questions," he adds. Nichols likens this to everyday life situations, in which issues may be perceived as separate when in fact they have close connections. Encouraging participants to become aware of such connections is one of the main purposes of the program, he says.

Froling adds, "Topics are selected to, in essence, force people to look at and think about where we have come from, where we are now, where we are going, the relationship to themselves and to their company, the relationship to their company's country, and the country to the world. Those are, of course, key things if you are going to be leading a corporation or influencing corporate policy."

No deliberate effort is made to relate everyday business problems and case studies to the liberal arts, but Nichols says the format of the institute allows ample opportunity for executives to discuss such matters. "We discourage them from looking for the bottom line," he says, but "it's nice to analogize from your own experience." More importantly, the institute is "trying to suggest that the world is not compartmentalized but rather a series of networks," he emphasizes. By encouraging executives to be aware of and to look at this larger framework, the program aims to "foster creative thinking" and managerial problem-solving.

The six Dartmouth faculty who teach the summer session participate fully in the institute's activities. Their fields include religion, literature, science, anthropology, and history. According to Nichols, the faculty for this type of program must be good lecturers who are widely published, "comfortable with taking risks outside their disciplines," and capable of making valuable links and analogies. He adds, "The way in which we obtain our success with the business people is through credibility," earned by offering them "top teachers (who are) top publishers in the field."

The institute staff also provides a three to four day winter seminar and two to four day "incompany" mini-seminars. The winter seminars, held on the Dartmouth campus, focus on a single topic such as Authority: An Intolerable Necessity or Looking for America: Politics, Perceptions and Competing Realities. These seminars are geared to alumni of the summer session and attract more than 100 alumni each year. Some representatives from interested companies also attend, says Froling; this gives them "an opportunity to see the program in action" and decide whether to send their own executives. Similarly, the mini-seminars concentrate on a single topic, but are held at the corporations or in a setting of their choice. Froling says topics of this "microcosm of the institute" have included Culture Change in Capitalism, Risk and Organizations, and Reality: Uncovering Some Hidden Agendas.

Top Level Managers with Varied Backgrounds Attend

The institute has no formal admission procedure, according to Froling, but participants should be established in top management positions and fluent in both written and spoken English. She says corporations are discouraged from sending more than three couples at a time (to avoid divisions into subgroups within the program), and that only the largest send more than one couple per year.

Participants come from a wide variety of geographical locations and educational backgrounds, ranging from doctorates and MBAs to junior college degrees or no college education. Often those with no liberal arts background whatsoever are sent by their companies because they are about to assume broader responsibilities, and employers want to "resensitize them to looking at the full breadth" of issues, explains Froling. Others are in career transition periods or "have a bit too much certitude about the world," she says, and corporations believe the institute will expose these executives to new or different areas.

The average age of institute students is 45; only a few are under 38, and Froling says "we want it that way." If executives are too young, she explains, "they may not be able to let go of their own personal ambitions long enough to reach beyond that." Similarly, if they are too far down in the corporation or "too immersed in the operational details," she adds, "it becomes increasingly difficult for them to see the relevance of the material we are addressing."

More than two-thirds of the participants have been selected by their employers to attend, Froling estimates, and some of these executives tend to be skeptical about the institute. "Left to their own devices, before they set foot here," she says, "most would much prefer to go to a traditional business management program. It is much more familiar territory, it is much less threatening, and they know they are going to come away with something." Those who have chosen to come themselves are "ready and hungry" for the liberal arts, but are in the minority, she says.

Froling and Nichols agree that regardless of participants' initial attitudes, the institute seems to break down or at least alter any preconceived notions about the liberal arts. Nichols says skeptics who see science as purely objective and liberal arts as "mushy and subjective" can be shown different perspectives. "We are very effective at opening people up," says Froling. "Because we engage in a sustained and very mutually respectful intellectual dialogue—the faculty with one another and with the participants—and because we ask participants to write in a journal and therefore keep a record of their intellectual reflections and responses to the material at hand, we seem to be very effective at increasing people's openness to new concepts and new ideas and to respectful consideration of approaches that before they would have discarded out of hand."

Companies realize the importance of having managers who are sensitive to issues and developments outside their immediate field, points out Froling. When, for instance, participants mention noticing newspaper accounts of advances in genetics or space technology, she knows the institute is succeeding at "increasing the breadth of their vision" beyond strictly business.

Although dramatic changes in perspective cannot be brought about in four weeks, Nichols explains that what the Dartmouth Institute can do is to "drive a wedge between people and their certitudes." When the business

executives and their spouses leave the campus with their books, journals, and lecture notes, he says, "that itch goes with them . . . we have put the grain of sand in the oyster and time does the rest." *E.B.*

For more information, contact Thea C. Froling, Executive Director, The Dartmouth Institute, 112 Murdough Center, Dartmouth College, Hanover, NH 03755. 603/646-3363.

ADDITIONAL PROGRAMS

Brown University
Learning After Retirement

Founded on the principle of collaboration, the Brown Community for Learning in Retirement (BCLR) is designed to allow older students to continue serious study by learning from each other, says Mark Curran, dean of Special Studies. The program demands self-discipline on the part of its participants, who originate seminar topics, choose seminar coordinators from among themselves, develop syllabi, and teach their own classes. The BCLR has its own curriculum committee, which requires students to submit descriptions of their prospective seminars. While there is not yet a formal set of criteria that seminar coordinators must meet, the committee helps them refine their topics and put their course objectives into realistic perspectives.

The 12- to 13-week seminars demand a great deal of reading and preparation from all BCLR students, according to Curran. Although the coordinators organize each seminar, develop a reading list and assignments, and teach the first few classes, the following seminars are led by each member of the class, who present his or her own research. Curran stresses that while Brown faculty do assist in the seminar preparation, the BCLR members are on their own in the classroom.

"There are a number of people who are not interested in this kind of program because they want a certified expert in a classroom telling them what they should know about a subject," says Curran. "But our program appeals to people who recognize that you can become an expert yourself pretty quickly if you are willing to devote a fair amount of energy to an area." Although retired professionals will occasionally coordinate a seminar in an area of their expertise, most often it is amateur enthusiasts who become seminar coordinators, Curran maintains. "An art history seminar is being led by a retired admiral who had always appreciated art," he says, "but until six months ago had never dreamed he would be coordinating a class on the subject." Curran points out that in many of the seminars, the most important factor is the value questions that arise from the study of such disciplines as art, sociology, and history. "Many value concepts are open to debate," he says, "and for our students, that is the real fun of the seminar."

In existence since spring 1984, the BCLR program has grown from five seminars to ten, with 100 students presently participating. Seminar topics run the gamut, with such classes as the Development of the Symphony, Ethical Issues in Contemporary American Society, and Understanding China. Brown faculty and students sometimes attend BCLR seminars as guest lecturers. In a seminar about images of America abroad, several Latin American students came to the class and were quizzed by the BCLR students about life in their countries. Similarly, Brown faculty from the philosophy and gerontology departments have attended seminars devoted to their fields.

Program Attracts Retired Professionals

Curran notes that the BCLR draws retired and semi-retired professionals, such as doctors, lawyers, and business people, whose busy schedules seldom left them time to reflect upon the humanities. "Our program—unlike many other retirement programs which tend to be passive experiences—is based much more on the active involvement of the BCLR students," he says. "And they are delighted with the opportunity to contribute."

The BCLR is part of the larger Brown Learning Community (BLC), a collection of evening and weekend courses open to Providence residents. BCLR students may attend most BLC courses free-of-charge and are eligible to enroll in or audit regular university courses. Social activities are also available for BCLR participants, and Curran maintains that social bonding is part of the collaborative process. "The BCLR has at least one social event every three weeks," he says, "and that is important; it helps like-minded people find each other and share enthusiasms. Collaboration goes beyond the classroom."

While the majority of BCLR students possess a college degree, some do not. Curran emphasizes that a degree is not required, as the BCLR students receive no grades and accrue no academic credit. "They seem not at all interested in doing so," he says. "What attracts them is just pure love of learning."

N.M.L.

For more information, contact Mark Curran, Dean of Special Studies, The Brown Learning Community, Brown University, Providence, RI 02912. 401/863-3205.

Georgetown University
Self-Exploration Through Continuing Studies

Describing Georgetown University as an institution "grounded in the liberal arts," Michael J. Collins, dean of the School for Summer and Continuing Education, believes it is only appropriate that the university extend liberal learning—and the value questions it entails—beyond the undergraduate years to adults. "Our two programs, the noncredit Showcase on the Arts, and the Liberal Studies Degree Program, grow out of the very heart of what the university believes—that the arts and humanities help us to understand what is forever good and beautiful and true." Adults who participate in these programs, Collins maintains, are drawn to them by the basic human desire to know themselves.

First offered in fall 1982, the Showcase on the Arts capitalizes on its location, tying in to the cultural wealth of Washington, D.C. To encourage interaction with and contemplation of the arts on a personal level, Showcase classes often meet in surroundings corresponding to the topic of study. For example, Shakespeare in Production, a course allowing students to both study a Shakespeare play and observe the processes of theatrical production, is held at the Folger Theatre Group. Guided by Folger professionals, students follow the staging of *King Lear* from rehearsal to final performance and closely analyze the text. Other classes offered include Pre-Columbian Art (featuring a tour of the Pre-Columbian Collection at Dumbarton Oaks), and Photography: The New York School (with a session held at the Corcoran Gallery of Art).

Showcase participants are usually college graduates in the 25- to 40-year age range. Occasionally, Georgetown undergraduates will enroll in one of the courses and that, says Collins, is gratifying. "These students are taking courses for absolutely no credit; they simply want to satisfy their interests."

Interdisciplinary Studies for Adults

Primarily a graduate course of study, the Liberal Studies Degree Program begun in 1974 is designed to be an interdisciplinary experience. Says Collins: "We often receive proposals for the program from professors who want to teach a traditional course, but we reject these. We insist upon a wider focus than one would ordinarily find in a specialized graduate course; we ask our professors to combine at least two disciplines in a course." Students usually develop a concentration in either the humanities, international affairs, or public policy, although Collins notes that there is no requirement that they do so. Available courses include The Foreign Policy Role of Congress, Approaches to Mythology, and The Senses, Art and its Elements: An Approach to the Arts.

Collins emphasizes that all professors of Liberal Studies Degree courses are urged to incorporate values questions into the material. In addition to this subtle focus, students are required to take two courses that "explicitly address human values," such as Greek Moral Philosophy and Theological Perspectives on War and Peace. The professionals who participate in the program are drawn back to the study of the humanities because they "feel the need to reflect on those universal questions which all humans must come to terms with in their lives," says Collins. He believes that most of the students find both personal and professional enrichment in their studies. "One man in the program who had been working as a senator's aide stressed the charge of the public servant to work for the common good," says Collins. "That student felt that the courses helped him to understand his role in government and aided him in making better, and wiser, decisions."

Commenting upon the relevancy of such programs as the Showcase on the Arts and the Liberal Studies Degree in a technological society, Collins maintains that the arts and humanities will always have a place because they appeal to our humanity. In the works of all great artists and thinkers, he says, "people find something that satisfies an essential part of themselves." *N.M.L.*

For more information, contact Michael J. Collins, Dean of the School for Summer and Continuing Education, Georgetown University, Washington, D.C. 20057. 202/625-3318 or 3019.

Hamline University

Giving Professionals a Liberal Arts Perspective

Offered through its Master of Arts in Liberal Studies (MALS) program, Hamline University's Executive Conferences for Advanced Liberal Education are designed to foster interaction among professionals and academics. "Members of both groups can take a narrow view of public issues," says Carole O. Brown, director of the conference program. "Their perspectives are colored by their backgrounds. These conferences give them a forum in which to discuss major issues and learn each other's point of view, giving them an opportunity to broaden their outlooks."

The MALS is an interdisciplinary master's degree that has as its overall theme contemporary issues and historical perspectives, says Brown. She sees the conferences as a program outreach. "We believe we can show the relevance of a liberal arts values-oriented approach to contemporary issues to a more diverse audience through the conferences," she says.

Implemented in 1982, the conferences take their themes from MALS courses, the first three focusing on cross-cultural communication, the quality of life in Minnesota, and the homeland and human rights, respectively. Developed with the idea of drawing high level business people to the MALS program, the conferences proposed to show the connection between liberal learning and business. Corporate participation, however, was not high, Brown concedes. "Originally, we tried to attract chief executive officers and people of that ilk," she says, "but the response from this group was low." Approximately 20 business people attended each of the three, two-and-a-half-day conferences.

Relevancy is a major factor affecting business peoples' views of the program, according to Brown. "We have had two contradictory strains of response from the business people who have attended the conferences," she says. While the overall ratings of the conferences were high, she notes, "there was an underlying complaint that the topics were too philosophical—not practical enough." Business participants generally found it difficult to relate such subjects as the state of life in rural Minnesota or the problems of refugees and immigrants to their work. "The topics of these conferences had indirect value to business," she admits.

Targeting Audiences for Greater Participation

In response to this problem, different aspects of the program have been refocused, and these changes were reflected in the development of the fourth conference, Facing the Future of Public Education: Will Minnesota Measure Up? "Instead of concentrating on corporate executives, we have switched our focus to professional groups, in the case of the fourth conference—educators," says Brown. She emphasizes that the conference theme was directly relevant to the concerns of the business community, noting that the Minnesota Business Partnership used the conference as a forum for the release of its recommendations for the reformation of public education in Minnesota. The Minnesota Business Partnership represents 50 of the state's leading corporations, and along with such organizations as the Honeywell Foundation and the General Mills Foundation, was one of the conference co-sponsors.

Brown is pleased that members from all the sponsoring companies attended the conferences. The education profession was also well-represented, with participants ranging from school superintendents to education professors. The conference ended with a panel of legislators from the education committees of the state House and Senate discussing the future of education in Minnesota. "We really tried to put the legislators on the spot," says Brown, "in terms of what legislation would be enacted in 1985 for the improvement of our public schools." Other topics addressed were: what students should know, technology in the classroom, and student evaluation.

Brown measures success of the conference by the increase in participants. "We had to limit the number of attendees to 125 because that was all we could comfortably accommodate," says Brown. She believes another reason for the high attendance was that the planning committee for the fourth conference was composed not just of faculty members, as was the case in past conferences, but also of members of the business and professional communities. The collaboration of these two groups is one of the ways by which Brown hopes to increase their members' participation. Convinced of the necessity of aiming the conferences at professionals, Brown says, "In the future, we are thinking of holding conferences that deal with the humanistic perspectives of particular professions—one in collaboration with our law school, and another focusing on the medical profession." *N.M.L.*

For more information, contact Carole O. Brown, Director, Executive Conferences for Advanced Liberal Education, Hamline University, St. Paul, MN 55104. 612/641-2205.

University of Hartford

Introducing Visitors to Hartford's Heritage

Hartford, Connecticut convention visitors can receive an insider's view of the community in a new program

sponsored by the University of Hartford. Developed in 1984, the Tours and Talks Program features university faculty members leading tours and making presentations centered on the Hartford area's historical and cultural heritage.

"The Hartford convention bureau approached us because they wanted something more substantive than tea parties to offer to convention sponsors," says Patricia Crimmins, continuing education professionalist. Adding an opportunity that is "a bit more unique and educational," is "a definite shot in the arm to our efforts," reports Michael Bagley, director of sales for the Greater Hartford Convention and Visitors Bureau. He is also working with Trinity College and the University of Connecticut Medical Center in designing talks and tours that can be marketed to potential clients.

To meet the convention bureau's challenge, Crimmins designed activities that "highlight liberal arts in an enticing manner." The five available programs are Art and Architecture In and Around Hartford, Nook Farm: The Hartford Years of Mark Twain and Harriet Beecher Stowe, The DeWitt Collection of Presidential Americana, The Sarah Whitman Hooker House (a restored Revolutionary homestead), and The Colonial River Valley Towns: Hartford, Wethersfield, and Windsor. In choosing subjects, Crimmins looked for "high visibility things that people associate with the area."

Each program is led by a faculty member who has expertise in the subject and experience teaching adults. For example, the curator of the university's DeWitt Collection shares insights and anecdotes on American political history in his talk on campaign memorabilia. A professor of English lectures on Nook Farm, a close-knit, post-civil War community of authors and reformers, and leads tours to Twain and Stowe's homes. The river valley towns presentation is given by a professor of history and includes discussion of the early Colonists and the problems they faced in establishing the settlements. Each of the lecturers has presented similar programs to local community groups.

During 1984 the convention bureau began distributing a university-designed brochure on the program to potential convention sponsors. Crimmins anticipates that the first "talk and tour" will be conducted later this spring. Because of the lead time necessary for booking a convention, many of the groups who have expressed interest in the program will not be visiting Hartford until 1988 or 1989, according to Bagley. During 1984 the convention bureau was involved with 289 meetings and conventions with 189,000 people in attendance. Bagley plans to distribute the program brochure to hotels that coordinate meetings separate from the convention bureau's activities.

Although the university will receive lecture fees from the visiting organizations, Crimmins lists the program's value as more than monetary. "It demonstrates the relevancy of the liberal arts, serves as an outreach to the community, and gives the university and our faculty members high visibility," she says.

P.A.B.

For more information, contact Patricia Crimmins, Continuing Education Professionalist, Office of Continuing Professional Development, University of Hartford, West Hartford, CT 06114. 203/243-4387.

University of Missouri–St. Louis

Effective Communication For the Corporate Community

"Of all the language arts, writing is the most durable element of our professional documentation and as such, must be letter-perfect," says Alice Brand, director of the University of Missouri–St. Louis (UMSL) Continuing Education Communications Program. The problem, she notes, is that many executives lack the grammar, style, and organization skills essential to effective communication and most company human resource people are not trained to teach writing. Taking the continued clamoring from its business students for more professional writing courses to be a reflection of the needs of the corporate community at large, administrators designed an In-House Communications Program specifically for companies in 1981. "The courses help business people gain control of their professional writing style and improve the correctness and clarity," says Brand.

Company officials who perceive communications problems among their ranks contact Brand, who, working with vice presidents or human resources personnel, develops a matrix of needs. "I supply questionnaires to be circulated among staff, and collect samples of effective and poor writing," she says. Brand emphasizes that all instruction is designed to meet the needs of each client; "these are not standard courses," she says. Participating companies may choose such offerings as Grammar, Usage, and Punctuation; Grant and Contract Writing; and Effective Professional Speaking, to create programs ranging from a 20-hour seminar for 100 personnel to daily one-on-one staff instruction.

Because the In-House Communications Program is designed for mature professionals, Brand briefs all instructors (who may be UMSL faculty members or outside professionals) on their teaching techniques. "I have found that most of our participants want down-to-earth instruction," she says. She urges program teachers to develop a workshop atmosphere, balance straight lecture with discussion and participation, require a reasonable amount of homework, and devote about 50 percent of class time to collaboratively generating, revising, and editing material. Brand screens all prospective instructors, requiring them (if they have no prior experience in teaching writing) to teach a campus business writing course for a minimum of one semester before going out into the corporate field. "I want to be certain that they have a good rapport with their students and know how to handle a class," she says.

Varied Courses, Varied Audiences

In addition to long-established courses such as Business Writing, Technical Writing, and Report Writing, several new areas have been introduced to the program. Legal Communications aids executives and legal staff in interpreting the law, omitting archaic legalisms, and drafting documents in readable language. Interpersonal Relations, taught by an industrial psychologist, "helps participants develop skills in listening, interviewing, and reviewing employee performance, both in person and on paper," says Brand. Other new offerings include: Public Relations Writing, Small Group Communications, and Vocabulary Development. The program also provides an individualized consultant service with instruction in speech writing and delivery, drafting policies and procedures, and training communications teachers.

Participating companies have included Monsanto Company, IBM, and Citicorp. "We monitor the success of our program through participant evaluation of the program and instructor," says Brand. "Responses have been overwhelmingly positive," she says, noting that contracts are coming in so fast that she has a difficult time finding enough qualified writing instructors. She is hoping to develop, some time in the near future, a training institute in corporate communications. *N.M.L.*

For more information, contact Alice Brand, Director, Continuing Education Communications Program, University of Missouri–St. Louis, Continuing Education–Extension, 8001 Natural Bridge Road, St. Louis, MO 63121. 314/553-5578.

New York University

Liberal Arts for Thinking Adults

Fall 1984 marked the start of the four-semester Western civilization series offered by New York University's School of Continuing Education (SCE). Designed for adults who want "intensive and thought provoking learning experiences," the noncredit seminar attracted more applicants than could be accommodated, even after a second section was added. Sixty adults participated in the Classical World seminar of the series that is chronicling the history of Western civilization from Biblical times to the present.

Seminar participants are part of a larger group that is "really addicted to education and our courses," says Pat Koch Thaler, assistant dean of SCE's Division of Arts, Sciences, and Humanities (DASH). Now in its 50th year, the school serves 50,000 adults annually in three divisions: DASH, the Division of Degree Studies, and the Division of Professional and Career Studies. While the latter is the largest division, offering courses in real estate, computing, and finance, DASH, the smallest, is best known because "our courses have the kind of attraction that computers don't have," says Thaler.

The attraction is a demanding intellectual experience. "Our philosophy is that the well-educated person is also a better professional," says Thaler. "These courses emphasize critical thinking skills that are essential for the well-trained professional."

In designing the Western civilization series, Susan Edelmann, director of arts and humanities programs, drew on student interests. "They want to fill in what they perceive to be certain gaps in their liberal arts eduction," she says. "I combined this with the new national attention to the need for arts and humanities and knew they would respond well."

An SCE professor of humanities designed a series that is "a straightforward approach that is simple, but not simple-minded, and draws from the most important documents of the times," says Edelmann. The series is divided into four sections: the Classical World, the Middle Ages and the Renaissance, the Making of the Modern World, and Modern Times.

Each seminar explores the art, literature, music, and philosophies of the period. The class meets on Tuesday night to take advantage of the Metropolitan Museum of Art's evening hours. In addition to museum visits, instructors show slides of art and architecture, acting students give dramatic readings, and guest lecturers discuss their academic or professional specialties. Students are expected to keep up with the readings, which Edelmann describes as "very demanding."

While seminar participants are mostly working adults who range in age from 25 to 50, DASH also offers daytime courses that attract retired people. These also provide a challenging learning experience, according to Thaler. Several are part of DASH's Public Affairs Forum.

New York, the Nation, and the World

The Public Affairs Forum courses "focus on current events, but are more than just a skimming of the newspaper," says Thaler. "They delve into the behind-the-scenes kinds of news." She describes forum students as well read and intellectually demanding of themselves and instructors. They are interested in what is happening in the city, the nation, and the world. Five of the ten forum courses are scheduled during lunchtime and enroll business people as well as retirees.

New York Times Noonday Briefings is among the most popular courses, attracting 90 people. Students discuss topics ranging from national security to the American scene with *New York Times* columnists. In Spotlight on World Crisis, another noonday course, speakers focus on critical international issues. It is followed by a discussion course that allows students to examine the lecture topics in greater detail.

Other forum courses include Culture in New York: The Makers and Shapers and The Best and the Brightest: Conversations with Women Who Have Made a Difference. In the former, such speakers as a fashion designer, dancer, composer, and arts organization director offer insights on New York City's role in 20th century culture. In the latter course, successful women talk about their backgrounds and achievements; guests have included Donna Shalala, president of Hunter College; Faye Wattleton, president of Planned Parenthood; and Carol Bellamy, city council president.

In designing courses for adults, Thaler emphasizes the need to know your audience and to take time in selecting course content and instructors. She has learned that a liberal arts emphasis is suited to her students, both retirees and working adults.

P.A.B.

For more information, contact Pat Koch Thaler, Assistant Dean, Division of Arts, Sciences, and Humanities, School of Continuing Education, New York University, 331 Shimkin Hall, New York, NY 10003. 212/598-2913.

Northeastern Illinois University

Satisfying a Thirst for Learning

One free course per term is available to participants in Northeastern Illinois University's Community Listeners Program. Established in 1977, the program is open to anyone who is not enrolled in a credit program at the university. Although they do not receive credit for their participation, community listeners value the opportunity to sample offerings from a wide variety of departments, says Alyce Claerbaut, assistant coordinator of Field and Continuing Education.

English, political science, and arts courses are the most popular choices, with philosophy and anthropology courses a close second, says Claerbaut. Community listeners attend the classes along with Northeastern's undergraduates. Approximately 150 people enroll in courses through the Community Listeners Program each term.

Northeastern faculty members designate which of their courses they are willing to open to community listeners. 1984 selections ranged from Principles of Microeconomics and Contemporary Philosophy to American National Government and Introduction to Environmental Studies. Some offerings, such as lab or field courses, are not suitable for the program, says Claerbaut; other courses, including Drawing I and Experimental Inorganic Chemistry, are available but require payment of minimal special fees.

Each instructor determines the ways in which community listeners will participate in his or her courses. Most encourage full participation, including writing papers, taking tests, and contributing to class discussions, and provide feedback on community listeners' work. "Instructors who are willing to have community listeners in their classes usually are willing to treat them like any other student," says Claerbaut. "They want them to get the most value out of the class."

The continuing education office publicizes the program through the university catalog and to a growing list of past participants. Claerbaut reports that in 1984 the Illinois legislature passed a law allowing people to take courses for free on state campuses provided that they are at least 65 years of age and did not make more than $12,000 during the previous year. She is proud that Northeastern does not place such restrictions on the Community Listeners Program, noting that while many participants are retirees, others are young people brushing up on skills or taking courses for personal enjoyment.

Begun as a Bicentennial gift to the community, the Community Listeners Program has resulted in strong ties between participants and the university, according to Claerbaut. After participating in the program, students often become more involved with the university. Some go on to pursue degrees while others have given donations to university foundations.

"This program proves that learning is a lifelong process, and that people are eager to continue learning," says Claerbaut. "It satisfies their thirst for knowledge." *P.A.B.*

For more information, contact A. Alyce Claerbaut, Assistant Coordinator, Field and Continuing Education, Northeastern Illinois University, 5500 N. St. Louis Avenue, Chicago, IL 60625. 312/583-4050.

Onondaga Community College

Introducing Children to Lifelong Learning

Designed to provide children from ages 8 to 16 with enrichment activities not normally offered in a standard school setting, Onondaga Community College's College for Kids program inducts its participants early into the fulfillment of lifelong learning, notes Patricia Pirro, associate director of Community Services. "We saw a need for this type of program because, while our community has developed activities for economically and socially disadvantaged children, as well as the gifted and the talented, there was a lack of resources available to the average child," she says.

Begun in summer 1984, the College for Kids offered 45 different courses during a four-week period, and had an enrollment of 500 students. Pirro notes that the large turnout surprised program administrators. "We did not know what to expect," she says, "because we assumed that the kids' major interests were in computers, and we were not in a position to offer any technology courses." What the program did present was an assortment of liberal arts and basic skills courses, including beginning French, mathematics, calligraphy, studio art, jazz, creative writing, archaeology, and field biology. Pirro interprets the childrens' attraction to the program as a growing interest in intellectual enrichment. "Many of the kids have already gone through summer recreation programs," she says, "and they are ready for something else—something more stimulating."

The community's positive response to the summer College for Kids led to its extension, starting with a fall Saturday Scholar program. The six-week program featured eleven courses ranging from journalism to colonial crafts, and like its predecessor, was well-received, with an enrollment of 100 children. "When we interviewed some of the kids they said the program was more fun than staying home and watching T.V.," says Pirro.

A further development was the creation of Presents of Mind, a program of 24 courses offered on December 26, 27, and 28. "This could be part of a child's Christmas gift," says Pirro, noting that children often want and need intellectual stimulation during long holiday vacations.

In addition to introducing children to new ideas and skills, Pirro points out that the College for Kids programs also prepare youngsters for real college life. "During their first few weeks in the program, the kids seem a little overwhelmed by the college," she says, "but toward the end they look so comfortable on campus. They go from class to class, eat in the school cafeteria—gradually gain a sense of independence. It is interesting to watch that maturation process take place." *N.M.L.*

For more information, contact Patricia Pirro, Associate Director of Community Services, Onondaga Community College, Syracuse, NY 13215. 315/469-7741, ext. 225.

Washington and Lee University

Ethics and Humanities for Business Executives

Recognizing that corporate decisions often require more than technical know-how, Washington and Lee University administrators have designed a summer program that helps executives see the human side of the issues they face. The two-week Institute for Executives focuses on how values, goals, and ethical principles impinge on policy making. Since 1981 approximately 20 executives each summer have combined literary discussions with analysis of business case studies.

"We are trying to give people a broader perspective from which to view their company's relation to the larger society," says Louis W. Hodges, the institute's academic director. "As people gain responsibility they have to worry more about a whole variety of human beings inside and outside the company."

The typical institute participant is part of upper middle-level management and has just moved into a position of greater responsibility. In choosing the business ethics focus, the staff consulted with executives who confirmed that this approach was appropriate for future business leaders. The combination of humanities and ethics has proven popular with the corporations which sponsor participants; 75 per cent continue to send executives to the institute each summer.

The institute day begins with a lecture and discussion of the readings. Prior to the institute, staff members send all the literary and philosophical texts to participants, along with study guide. Readings range from *Antigone* and *Civilization and its Discontents* to *Gulliver's Travels* and *Death of a Salesman*.

"The purpose of the humanities texts is to expose the executives to the wide variety of human beings, experiences, and perspectives that exist in this world," says Hodges. "*Billy Budd* is everyone's favorite. They identify with Captain Vere trying to decide whether or not to execute Billy and see a connection to their need to fire people." Hodges reports that some texts do not lead as directly into modern situations.

Participants spend the early afternoon analyzing business case studies. Instructors present concrete problems, such as a plant closing in a small community. The executives first examine the specific situation, the company's moral obligation to the community, and then go on to the underlying ethical considerations, the nature of human obligation. They draw connections between the contemporary issue and the day's readings and discuss cases from their own experiences.

The remainder of the afternoon is devoted to study or sports. The institute sponsors evening activities, including film screenings indirectly related to ethics, such as *Absence of Malice*, and videotape presentations of plays being studied the next day. Other programs have ranged from the discussion by a chief executive officer of the benefits of humanities study to a presentation by an institute graduate on the changing role of women in executive office.

Executives Value Interaction With Peers

Hodges has discovered that the executives become enthusiastic about the institute after the second day. "At first they are uncertain why their company has sent them here," he says. "After they have gone through a day or so they begin to feel comfortable. The faculty are not demonic, and they have met other people who have similar problems."

Learning from other participants is an important part of the institute, according to Hodges. By talking with people from different sizes and types of companies, participants begin to see problems from the perspectives of their colleagues in finance, manufacturing, marketing, and sales. Hodges emphasizes that

institute faculty members also benefit from the exposure to people from different fields.

Acknowledging that the institute is shorter than similar programs, Hodges maintains it is long enough to achieve its purpose and better suited to a busy executive's schedule. "We aim to introduce executives to a new way of looking at things," he says. "Our hope is that we will encourage them to continue the expansion of their minds. Two weeks is plenty to accomplish that." *P.A.B.*

For more information, contact Louis W. Hodges, Academic Director, Institute for Executives, Washington and Lee University, Lexington, VA 24450. 703/463-8786.

RESOURCES

Brown, Peggy, ed. *The Forum for Liberal Education*. Washington, D.C.: Association of American Colleges, March 1982.

Graduate Liberal Studies (GLS), the focus of this issue, is one approach to extending liberal education to new audiences. As defined by Allie Frazier in the lead essay, GLS programs are degree programs which allow adults to pursue the unfinished business of liberal education: the continual quest for knowledge about ourselves and the world around us. Many GLS students secured professional or specialized degrees as undergraduates; they are ready for the interdisciplinary, integrative approach these programs offer. Others earned discipline-oriented undergraduate degrees in the liberal arts and want to further their love of learning. GLS programs follow different formats and approaches. For example, at the Graduate Institute in Liberal Education at St. John's College, students read selections from the "Great Books" program that has been the core of the college's undergraduate curriculum since 1937. The University of Oklahoma Master of Liberal Studies Degree Program alternates brief on-campus interdisciplinary seminars with longer periods of directed learning. Other programs included in the issue are University of Southern California, Temple University, Wesleyan University, and Johns Hopkins University. Single copies available for $3.25 (prepaid) from *Forum*, 1818 R St., N.W., Washington, DC 20009.

Brown, Peggy, ed. *The Forum for Liberal Education*. Washington, D.C.: Association of American Colleges, April 1982.

This issue examined one segment of lifelong learning: the programs established by colleges and universities to assist adults in continuing their education, earning their degrees, and learning whatever interests them. It focused on degree programs which recognize the constraints adults face as they enter formal learning situations and which value the background and experiences adults are able to share with their instructors and peers. Featured programs include Eckerd College's Program for Experienced Learners, the Marylhurst College for Lifelong Learning, College of New Rochelle's School of New Resources, and the Learn & Shop College Credit Program at Indiana University-Purdue University at Indianapolis. Lead essayist Charles S. Claxton described how life cycle research, adult development stages, learning styles, and adult learning theory can be used in the development of programs for adult learners. Single copies available for $3.25 (prepaid) from *Forum*, 1818 R St., N.W., Washington, DC 20009.

Flaherty, John E. "Timeless Books for Timely Issues." *Industry Week* (July 27, 1981): 29-31.

Flaherty maintains that today's corporate leaders need more than specialized knowledge. To be effective in the areas of employee productivity and job satisfaction and the enhancement of the quality of life in our society, professional managers must expand their intellectual horizons. He advocates the study of humanities as an appropriate means for executives to learn to view themselves and their organizations as components of the larger society and to think through their company's evolving societal mission. Issues which demand this more broad ranging perspective include consumerism, environmentalism, minority and women's rights, safety and energy, and bureaucratic interference. "Today's leaders," he writes," can turn to the humanities to learn how great thinkers of previous eras wrestled with the major problems of the times." Machiavelli's works are a primer on the uses and abuses of power; Edward Bellamy's *Looking Backward* provides provocative perspectives on values and science and technology. An accompanying chart outlines which of more than 100 books relate to such themes as black power, values, education, and leadership.

Back Issues of Forum Available

This issue of *Forum* is the forty-sixth since the newsletter began publication in October 1977. Since that time it has focused on a wide-ranging group of topics related to curriculum concerns in higher education. These have included general education, ethnic studies, computer based learning, honors programs, and intercultural understanding. Issues cost $3.25 each with multiple copy rates available. To obtain an order form listing all past topics contact Nancy Musorafite-Lutz, Editorial Assistant, *Forum*, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.